The Georgian Faculty Review

April

1948

In This Issue

The Georgian Faculty Review made its debut in December 1947. Its purpose was then stated : to provide a medium of communication between staff members on topics of general educational interest. The present issue, the last for this session, is devoted to several topics of high interest among staff members.

The Charter receives editorial comment by **Assistant Dean Ernest Stabler** and historical treatment by **Gordon O. Rothney.** (Dr. Rothney, who spent last summer teaching at the University of Saskatchewan, will teach history at the Summer School of Laval University this year.)

Industrial Relations and the role of the college is discussed with some provocative suggestions by **H. Scott Gordon,** who divides his time as a lecturer between Sir George Williams and McGill.

Impressions of a New-Comer to our halls are given by **Neil Compton** who has this year held the position of supervisory Lecturer in the Freshman Composition program. Neil will be leaving us this summer to study in England on a recently-awarded I.O.D.E. scholarship.

Counselling and its services to student and staff are discussed by **Arthur McFarlane.** (The Counsellor's suite of offices, including a Careers Library, is situated in the Stanley Annex and is worth a visit.)

Educational Films and the difficulties of using them have stimulated **Harold Potter** to ask some pertinent questions and to make some valuable suggestions. (As Lecturer in Sociology, Harold will break new ground next year with a course in Inter-Group Relations.)

Faculty News is lined up by **Harold Potter.** This department could be extended and enlivened by readers, who are invited to send us news of general interest.

And so, GFR takes leave of you for this session. It will appear again in late September and three times thereafter during 1948-49. In the meantime, as readers, you can make valuable comment. Write us about subjects you would like to have represented in the coming issues.

Wynne Francis
Editor.

Georgian Faculty Review

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VOLUME ONE NUMBER TWO

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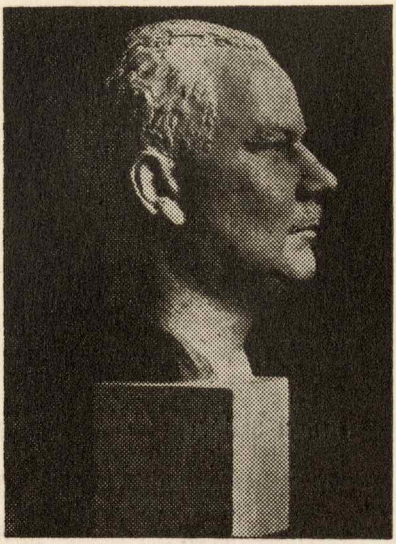

SUBJECT :
K. E. Norris, M.A., Ph.D.
Principal of Sir George Williams College and Schools
SCULPTOR :
Orson Wheeler, A.R.C.A.
(This work is now on display in the College Library.)

ORSON WHEELER, A.R.C.A.

Orson Wheeler believes that, for many Canadians, the enjoyment of art is limited by a lack of historical and critical background. He has made an important contribution to the remedying of this situation through the courses in art, sculpture and architecture which he has been giving at Sir George Williams since 1931.

Outside the college, Mr. Wheeler is best known as one of Canada's leading portrait sculptors. Among the many prominent Canadians who have sat for him are the late Canon Frederick George Scott, Sir Edward Beatty, Chief Justice Sir Lyman Duff (whose bust now stands in the Supreme Court Building at Ottawa) and several senior members of the College faculty. His work has been shown in important exhibitions and art galleries in New York, London and Paris, and there have been appreciative critical comments in many of the leading international journals of art.

For several years, Mr. Wheeler has been engaged upon a unique and fascinating enterprise arising out of his interest in architecture. He has modelled over forty detailed small-scale reproductions of the world's finest buildings. These models have attracted a great deal of interest wherever they have been exhibited, and have the further value of providing excellent illustrative material for Mr. Wheeler's lectures on architecture.

His own work, says Mr. Wheeler, is conservative, reflecting the background and traditions of his early influences. But he has no bias against abstract art. On the contrary, he insists that in all art it is the abstract elements that interest him.

Mr. Wheeler's latest piece, a bust of Pauline Johnson, is now on exhibition at the Montreal Art Gallery.

Editorial

Between Ourselves

On March eleventh the Lieutenant-Governor of the Province of Quebec gave his assent to Bill No. 175, An Act to Incorporate Sir George Williams College. It was an event we had been waiting for : the "second charter" is now a fact. It may be a fair question to discuss at this particular time the distinguishing features of this now fully chartered institution. Every college has its peculiar qualities, traditions and individual differences. Tone and atmosphere differ from one institution to another, faculties and departments vary widely in their size and prestige, athletics receive major or minor attention, and no two curricula are the same. In what lies our individuality ?

The Evening Division comes at once to mind. We are inclined to take it for granted; we may forget that in offering evening courses for credit we have pioneered a new development in Canada. Whether he is a chemist anxious to increase his background with a course in Industrial Organic, a public relations junior who needs the general education of an Arts degree with a major in English, or a teacher who desires to strengthen his grasp of Canadian History, the evening student is a person we welcome. He brings to college an experience in living which gives meaning to his education. He may want to take too many courses in one term, he may on occasion be dog weary, and he may have to miss a class to work overtime or take his wife to a movie, but he is serious, mature, and alert to sense the relationships between life as he knows it and the subject matter at hand. May we do our utmost to serve him well!

Our concern for evening students points up another feature of the College. There is a tendency in educational thinking to separate neatly the courses in a curriculum and label one batch Vocational, the other Cultural. The extremists at one pole will say "Your graduate isn't much good unless he can earn a living, is he?"; and from the other pole we hear, "The real purpose of education is not to prepare a student to earn a living but to live a life." There is, too, the middle position which advocates a careful mixture of courses, some chosen from the Vocational batch, others from the Cultural. The resulting mixture is then a General Education. But there is another view and one which is rather widely held among our staff. It is that the division of courses into two separate compartments is a fallacy. As a student becomes a more highly developed and cultivated person, he can at the same time become more adequate vocationally. And the

more his knowledge has relevance to life as he finds it, including the world of work, the more cultured he is.

And still further and more specifically. The cultural possibilities of many vocational courses are tremendous. A good teacher of Chemistry or Marketing or Public Speaking or Draughting can introduce a 'Humanities' aspect which will inform and enliven the whole subject. Mention, even though brief, of the historical development of a subject, an interest in some of the great personalities who have participated in its development, and an examination of the manner in which the subject has affected the lives of men are avenues by which a course, usually considered vocational, may become much more widely meaningful.

But this implies teaching of a high order. One of our deepest traditions is that the College is a teaching institution. We believe that other institutions, particularly the larger universities, are most adequately equipped to carry on research and open up new frontiers of knowledge. Our staff is chosen primarily for their ability as teachers. This by no means implies that scholarship and teaching are unrelated interests; indeed a good teacher needs to maintain a higher degree of scholarship. If a faculty member can break new ground in his field we are delighted — but his major responsibility lies in teaching. This point of view is, of course, one of the reasons which make us a college rather than a university. It is basic to the service we try to render our students. We are not primarily concerned with producing a highly selected group of scholars. While we do prepare a number of students for entrance to the Graduate or Professional Schools, we are more concerned with those who will become Bachelors, and, in the Evening Division, with both the undergraduates and partial students. For the most part our students are or will become business and industrial people, mothers, fathers, and citizens. Their formal education will end when they leave us. Our job is to inform and stimulate them, to kindle an enthusiasm for new ideas, and a liking for the beautiful and the good. In short, in the highest sense our job is to teach; but to teach persons rather than subjects.

This interest in persons pervades the College. It is evident in our emphasis on counselling. During the month of September the whole full-time staff participates day and night in the registration of students. To assume that a student can register by merely filling in forms is, we believe, sheer nonsense. In planning a degree program, in choosing courses for the coming year, and in discussing personal matters, the guidance we provide at registration time is of great importance. It is not unusual for a faculty member to spend thirty minutes in assisting a student to line up his program. Time is seldom better spent. While all members of the staff welcome the opportunities for counselling throughout the year, we have a Student Counsellor devoting full time to this work. Mr. McFarlane speaks for himself on page 17 of this issue.

And finally, there is perhaps an atmosphere or tone about the College which is peculiarly its own. In our educational outlook we like to think of ourselves as liberal and progressive; with students we manage to foster friendly and informal relationships, and in staff gatherings there is a warm and cordial spirit. We are young as an institution and not many members

of our staff are within sight of retirement. Our curriculum and the requirements for a degree have not yet become sacrosanct, and a flavour of experimentation and flexibility can be sensed in meetings of the Faculty Council. Wide differences in outlook exist in both staff and students and there is, thank heaven, no such thing as our stamp on either the appearance or the mind of a graduate.

These, then, are a few of the things which characterize Sir George Williams. We believe that they have contributed to the growth of confidence in the institution among citizens of Montreal and, recently, on the part of the Provincial Government. We will do our best, as we continue our work under the new charter, to maintain that confidence.

Ernest Stabler.

Enrolment Prediction

The New York Times recently commented on the significance of the reports issued this spring by the President's Commission on Higher Education. Appointed by President Truman in July, 1946 the Commission of twenty-eight has made a thorough study of the problems facing higher education. Only two of their observations can be mentioned here, but these would seem to hold considerable import for American as well as Canadian colleges.

After considering the evidence available the Commission indicates that American colleges and universities face an unprecedented era of expansion. Instead of declining or remaining stationary, the present record student body of 2,500,000 is expected to double. By 1960, the Commission predicts, higher institutions will have an enrollment of 4,600,000.

At the present time only 16 per cent of the youth of college age are on the campuses. Basing its conclusions on numerous previous studies, the Commission states that just about half of those capable of absorbing higher learning are now in college. Accordingly, the recommendation is made that 32 per cent of the college-age group be encouraged to continue with their learning.

Labour, Management ---and the College

H. Scott Gordon

While there are undoubtedly many aspects of the problems of labour and industrial relations that would bear further study, a great service can be rendered to the community by the wide dissemination of the knowledge and understanding which we already possess. Particularly effective would be the spreading of this understanding among the groups in the community whose daily activity consists of the guiding of relations between employers and employees. Through its night courses which are accessible to labour leaders and industrial personnel managers, Sir George Williams College is in an excellent position to establish a series of lectures in the general field of industrial relations which would not only have a wide appeal, but, if properly constituted, could render a real service to the community.

During the past few years, institutions of higher learning in Canada and the United States have begun to pay more attention to the problems which, in a industrial economy, have arisen out of the conflict between employer and employee. This new interest is a reflection of the fact that these problems have become matters of national importance. The preservation of industrial peace, always considered a desirable objective in itself, has become in our day nothing less than a sine qua non of proper economic, political and social development. The basic need for industrial harmony can be seen to run through discussions of national policy ranging all the way from immigration plans to measures for the prevention of unemployment. It is this cognizance of the importance of the problem plus the belief that careful study will yield results which can mitigate the conflict that has lead to the establishment of special departments or institutes of industrial relations in many North American universities.

Before passing on to matters of administration and curriculum, however, there is one matter of such fundamental importance that it demands prior consideration. There are two approaches to the problem of teaching Industrial Relations in a university. The first may be called the "engineering approach." In such a course the students would be given heavy doses of such things as administrative techniques, personnel management, organizational methods, negotiation procedures, etc. In short, they would be taught the most efficient methods of dealing with the specific questions that arise in labour-management relations. The course would not be aimed at giving them a real understanding of the problems; it would merely attempt to tell

the labour leader or personnel manager how best to proceed in the given circumstances. In the opinion of the writer, this approach leads to undesirable results both from the point of view of the individual union or firm and from that of society as a whole. A failure to understand the real basis of labour problems means that actions and motives will inevitably be misinterpreted; the parties concerned will fail to get to the source of the problem; hostility and misunderstanding between union and employer will increase and all that a college education will mean is that both parties to the conflict will be more astute and more efficient in attacking one another. This danger bears emphasis because, unfortunately, the "engineering approach" is a good deal easier and less subtle than its alternative which we may call the "educational approach."

With this latter method, the dominant character of the course would be an attempt to analyse carefully, dispassionately and as thoroughly as possible the sources, origins, and natures of the conflicts which exist between employers and employees. A good understanding of the fundamental bases of these problems would serve to mitigate the conflicts; and experience in the field of industrial relations indicates clearly that the most successful labour leaders and personnel administrators are those who understand the reasons for the actions they undertake, not those who follow indiscriminately the rule laid down by an expert in techniques of administration.

It is for this reason that much more attention would have to be paid to the choice of instructors for such a course in industrial relations than is normally the case. It would be essential that this basic approach to the subject be shared and fully understood by those teaching the courses. It would seem advisable that general supervision of the course be in the hands of one particular person connected with the social sciences division and that more co-ordination of the work of the individual instructors be undertaken than is now the general rule in the College.

Such a program might lead to a Diploma in Industrial Relations the curriculum for which would include such courses as these: Elementary Economics, Economic History, Statistics and Social Analysis, Labour Problems, Labour and Industrial Institutions, History of Trade Unionism, Industrial Relations and Collective Bargaining, and Labour Law. Space does not permit a more detailed discussion. However, industrial relations present one of the great tensions of our day. The College can, if it will rise to the occasion, play an important role in the education of labour and management personnel.

STRATHCONA CREDIT UNION

Full time members of the staff are eligible for membership in the Strathcona Credit Union. Through this co-operative enterprise it is possible to set aside small or large sums of money twice each month, and, when the pressure is on, to borrow money for provident purposes. Present members find a reminder slip on their desks each pay day and a cashier is nearby waiting for their deposits. To obtain a loan is an uncomplicated procedure with no red tape to cut through. Mr. J. G. Finnie, president of Strathcona, will be glad to discuss details. Why not look him up ?

And Pastures New

Neil Compton

At first sight, most Canadian colleges appear to be havens of quiet and scholarly bliss. The underlying chaos of bickering and jealousy becomes apparent only after one has taken the trouble to probe beneath the surface. The newcomer to Sir George Williams, on the other hand, receives the preliminary impression that he has set foot inside a madhouse. Students crowd and jostle in the corridors and lay siege to the offices of unwary instructors; the administrative offices and book shop often resemble nothing so much as a Honey Dew lunch counter during the noon hour rush. This first impression, however, is soon discovered to be superficial. In spite of the seeming confusion, the College is organized and staffed by people who are sure of their aims and capable of working amicably together towards a common goal. Sir George Williams seems to be as free, as it is humanly possible to be, from the internecine feuds and squabbles which so often mar the joys of academic life.

Several times, during my first few weeks at Sir George, I asked myself why this should be so. The answer was not too difficult to find. From the view point of a faculty member, the most impressive characteristic of the College is one's freedom from interference. In many universities, tradition acts as a stifling check upon the progressive and experimental ideas of the more original members of the faculty. Sir George Williams has its tradition also, but it is a tradition of constant growth and development. New techniques are welcomed and encouraged. The criterion is not **how** a course should be given, but what it contributes to the development of the student as an alert and mature individual.

On the whole, students at Sir George seem to be more eager and serious than those of most other institutions. One expects this of evening students, who are making very real sacrifices to continue their education; it is more surprising to note the same attitude in the Day Division. Perhaps the reason may be found in the nature of the College and its facilities. Students who conceive of college life in terms of social activities and useful contacts are likely to go elsewhere.

For the newcomer, teaching in the Evening Division is, perhaps, the most stimulating experience the College has to offer. The freshman straight from high school is often inclined to take the instructor's word for gospel truth, not to be denied or questioned. The hard-headed, critical and resourceful evening student is not so easily convinced. His response constitutes a challenge which should keep the instructor always on his toes. In the Evening Division there is the added pleasure of opening up new horizons for people who are both willing and able to broaden their outlook at a stage in life when formal education is normally considered to be over.

Now for my one serious criticism of the College. Sir George prides itself, and rightly so, upon its freedom from "departmentalization". Instead of the conventional departments, there are the broad divisions of the humanities and the natural and social sciences. Nevertheless, like most other Canadian universities, the College suffers through insufficient contact between the various specialist members of the faculty. We meet each other occasionally on the gym floor or in the cafeteria, but there is seldom any opportunity to discuss common problems, even in an informal manner. Under our present over-crowded conditions this situation is, perhaps, unavoidable, but it does limit the effectiveness of our endeavours to provide students with a well-rounded liberal education. Perhaps this new publication will prove to be a useful medium for stimulating contacts between all members of the staff, regardless of their special interests.

To be at home in all lands and all ages; to count Nature a familiar acquaintance, and Art an intimate friend; to gain a standard for the appreciation of other men's work and the criticism of your own; to carry the keys of the world's library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among the men of your age who are to be leaders in all walks of life; to lose yourself in generous enthusiasms and cooperate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are cultured — this is the offer of the college for the best four years of your life. — William DeWitt Hyde.

University Charters In Quebec

Gordon O. Rothney

Sir George Williams College is the fifth institution in the Province of Quebec to receive a charter of its own for the specific purpose of conducting "a college or university." The first such charter was issued 127 years ago.

The three oldest of these universities, McGill, Laval, and Bishop's, were all established before 1867, that is, before the creation of the Province of Quebec. Their charters were therefore issued by the sovereign in Westminster, and are commonly referred to as "Royal Charters."

McGill, the oldest of all Quebec's Universities, received its first charter on March 31, 1821. In those days the real ruler of this Province, then called Lower Canada, was Lord Bathurst, who held the post of Secretary of State for War and the Colonies during Lord Liverpool's long British Tory administration. He was responsible for the fact that the McGill charter of 1821 was issued by King George IV upon the petition of the Royal Institution for the Advancement of Learning. This body had been created by an act of the Legislature of Lower Canada in 1801, the first of the many laws which have been enacted in this Province " to promote the progress of Education. " It was part of the British government's plan for Anglicizing and Protestantizing the people. The Royal Institution did nothing for the advancement of learning, however, until the death in 1813 of Hon. James McGill, a Scotsman (all Scots respect education), who had been highly successful in the fur business. He was not only the member of the Legislative Assembly for West Montreal, but also a member of the Governor's Executive Council (cabinet). By his will, dated Montreal, January 8, 1811, McGill left his property and £10,000 to the Royal Institution on condition that within ten years of his death they should establish "an University or College", and that however large an establishment might be created, one of the colleges should be called "McGill College". The R.I.A.L. now slowly began to come to life, and by 1818 it actually managed to get itself organized. It was so overwhelmingly Protestant that the Catholic Bishop of Quebec refused to be a member. Its "Principal" was Jacob Mountain, the Anglican Bishop of Quebec, and in 1820 he wrote to the Colonial Secretary asking for a royal charter, (i.e. Letters Patent under the Great Seal). This document was modelled on that of King's College,

Nova Scotia, the oldest university in the present dominion of Canada, and was sent out by Lord Bathurst "with an accompanying bill of £221 4s."

In their petition, the members of the R.I.A.L. had declared themselves to be "desirous that a University or College should be established for the education of youth in the principles of true religion, and for their instruction in the different branches of science and literature."

It will be seen that McGill at first was virtually a state institution. The R.I.A.L. was a government body, and under the charter of 1821 its members were made the "Visitors" of McGill College. The College itself was tied even closer to the state. The new "body politic and corporate", created by the royal charter, was officially named "the Governors, Principal, and Fellows of McGill College, at Montreal." The College governors were, respectively, the Governor and Lieutenant-Governor of Lower Canada, the Lieutenant-Governor of Upper Canada, the Bishop of Quebec (Anglican), the Chief Justice of Montreal, the Chief Justice of Upper Canada, and the Principal (who was Archdeacon George J. Mountain, son of the Anglican Bishop). And every act of even this highly-official body was subject to the veto of the Sovereign (i.e. of the Colonial Office in Britain).

The McGill charter of 1821 stated that "the said College shall be deemed and taken to be a University and that the students of the said College shall have liberty and faculty of taking the degrees of Bachelor, Master, and Doctor, in the several Arts and Faculties."

After the creation of the Province of Canada (1841), and the winning of responsible government (1848), there was a general overhauling of higher education by the new Canadian leaders of the country. In particular, the idea of any close tie-up between the State and the Church of England in university administration was ruled out. During the Liberal administration of Francis Hincks and Augustin Morin, no fewer than three new university charters were issued for the area which is now Quebec. Following the established precedent, however, they were all in the form of royal charters, issued in the name of Queen Victoria from Westminster.

A SECOND CHARTER

The first was a new charter for McGill, dated July 6, 1852. The old list of ex-officio governors was dropped, and was replaced by the Royal Institution for the Advancement of Learning which, with the "Principal and Fellows of McGill College", became the "body politic and corporate." Although the R.I.A.L. had begun as a government-appointed body, it had become closely identified with Montreal's English-speaking business community, of which James McGill had been such a perfect representative. McGill is now, probably, the most thriving of Canada's private universities, but in the 1852 charter, a reminder of the early connection with the state is the naming of the Governor General of Canada as "Visitor" (instead of the Royal Institution, which had now become part of the College itself), and the retention of the veto power of the sovereign. Under this charter, McGill has risen to great heights. To it, we of Sir George Williams College owe a great deal, as is indicated by the number of our professors who hold

McGill degrees.

AFTER 200 YEARS

In the same year, another royal charter created Laval University. **Le Séminaire de Québec,** which was then two hundred years old and had over four hundred students, applied for a university charter. When this was granted, on December 8, 1852, it changed the name of the **Séminaire de Québec** to **Université Laval.** In this case the Visitor was, not the Governor-General, but the Roman Catholic Archbishop of Quebec, with a complete power of veto; and the Superior of the Séminaire became Rector. The new "body politic" ("the Rector and members of l'Université Laval, at Quebec") had a Council which, according to the Charter, was given "power and liberty to grant and confer on all students whether they be or be not students of the said Seminary or University or of any other College or Seminary within our said Province which shall be affiliated to or connected with the said University... the degrees of Bachelor, Master and Doctor in the Several Arts and Faculties." Thus to the university at Montreal was added another at Quebec.

About a month later, a third royal charter established a university in a third area, the Eastern Townships. Bishop's College had already received a provincial charter in 1843, without any mention of degree-granting powers. The original bill, as introduced into the Legislative Assembly by Edward Hale, the Tory member for Sherbrooke, had used the name "Diocesan College of the Protestant Episcopal Diocese of Quebec." After receiving second reading, however, the bill was amended in committee, the name being changed to Bishop's College. The "Bishop" in question was George J. Mountain, who had been the first Principal of McGill, and had since become, like his father before him, the Anglican Bishop in the Diocese of Quebec. The new College was duly established at Lennoxville, in strict connection with the "United Church of England and Ireland." It was not to fall away from "true religion" as McGill had done.

The Corporation then petitioned for a Royal Charter, which was issued on January 28, 1853, and which stated that "the said College shall be deemed and taken to be a University"; and that "the students at the said College shall have liberty and faculty of taking the degrees of Bachelor, Master and Doctor, in the several arts and the faculties of Divinity, Law and Medicine." The "body politic and corporate" created in 1843 was named simply "Bishop's College", and that is still its name, — hence the custom of referring to the "University of Bishop's College." The corporation consists of the two Anglican bishops in what is now the Province of Quebec, and a specified number of other members named by these bishops. In case of disagreement, the decision of the bishop who is senior in priority of appointment (at present the Archbishop of Quebec) is final. Until the original College charter was amended in 1947, "the said Lord Bishop" had complete powers of veto over his own corporation. Today, Bishop's is the last of the Anglican universities in Canada to survive in its original purely independent form.

MONTREAL'S SECOND UNIVERSITY

In 1867, Canada's 26-year experiment in centralization ended in complete

failure, and the present Province of Quebec was consequently created. In relation to education, apart from certain privilege which were guaranteed to denominational and dissentient schools (Protestant or Roman Catholic), The Province was given complete autonomy and self-government. It soon became obvious that, due to the completely English character of McGill, and the rapid growth in the French population of Montreal, a second university was required in this city. A long controversy took place as to how it should be established. At last, in 1876, a Montreal branch of Laval University was founded. In 1892 an Act was passed "to incorporate the administrators of Laval University at Montreal", and another "to incorporate the Law Faculty of Laval University at Montreal" (of which Premier Maurice Duplessis is a graduate). The Montreal branches of other Laval faculties and schools grew to such an extent that they too were given charters of their own. It became clear that all these bodies ought to be consolidated into a new university. In 1919, Pope Benedict XV granted to the Montreal Branch of Laval University its complete independence, and the administrators of its various faculties and schools merged into a corporation for establishing another Catholic university in this province. As a result of the development of Canadian self-government, the old type of "Royal Charter" was now completely out of date. The most definite and authoritative form of university charter under present constitutional practice is an Act of the Provincial Legislature.

The Act to incorporate Montreal University received the royal assent on February 14, 1920, during the Liberal administration of Sir Lomer Gouin. It constituted a "corporation under the name of Montreal University **(Universitas Montis Regii)**. The use of either of these two names shall be optional." Among the powers conferred, the first is that the "university is authorized to grant the degrees and diplomas of bachelor, licentiate, master and doctor." The university consists of its faculties and schools (which were previously separate corporations). The Chancellor, the Archbishop of Montreal, is **ex-officio** president of the Academic Senate, and a member of every body connected with the university. His approval is required for the appointment of all deans, presidents and professors. The Rector must be an ecclesiastic designated by the Bishops of the ecclesiastical province of Montreal. The Act provides, however, that the University Council may have a President, a layman, bearing the title of "President of Montreal University." In 1942, over twenty-two years after the adoption of the charter, some of the faculties and schools of the university moved into the new building which has been erected on the **boulevard Mont-Royal.**

THE NEED OF A THIRD

Quebec, in 1920, had therefore two universities in Montreal, one in Lennoxville, and one in the capital city. Of these, two were English and two were French. The only archbishop left without a university of his own is in Rimouski. But during the years following the first Great War, the English-speaking population of Montreal Island continued to grow rapidly, ant its position as the greatest metropolitan area, not only in the Province but in the Dominion, was more than maintained. For example, between

1911 and 1921, the population of Outremont increased by 175%, a rate not equalled by any other urban center in Canada. Between 1921 and 1931, it was Verdun, with an increase of 143%, that led the whole Dominion in this respect. People of French origin are in a minority in both these cites, as well as in Westmount. The population of the City of Montreal, alone, increased by 400,000 between 1911 and 1941. The pressure for an extension of opportunities for higher education in English became increasingly great. As a result, the Young Men's Christian Association of Montreal, which in 1888 had received a charter giving it broad powers in this field, took steps to expand its already existing educational activities. In 1926, it designated its formal teaching program as "Sir George Williams College", and made it co-educational. In 1929, Faculty organization in Arts, Science, and Commerce was begun. In 1932 day courses were added to the evening Faculty courses. By 1934, the Faculty organization was complete, and in 1936 the first Bachelor's degrees were awarded. Today, at the Faculty, or college, level in Arts, Science, and Commerce, there are now over 2,300 students of whom over 700 are veterans of World War II. It was clear that Sir George Williams College had grown to such proportions that it needed to be incorporated, rather than to continue simply as the name of an activity carried on by the Montreal Y.M.C.A. under its charter of 1888. Consequently, certain persons, all members of the Metropolitan Board of Directors of the Young Men's Christian Association of Montreal, petitioned the Legislature to this effect, with the result that, through an act approved by Premier Duplessis, and adopted unanimously in both houses, the petitioners have been formed into a "body corporate and politic" under the name of "Sir George Williams College" for the following purposes :

(a) "To carry on and conduct a college or university . . ."

(b) "To establish faculties . . . and to grant and issue degrees . . ."

Thus, like McGill College, the Séminaire de Québec, Bishop's College, and the Montreal Branch of Laval University before it, Sir George Williams College is now a distinct corporation with the legal right to describe itself as a university if it wishes. After 127 years of development in the field of higher education, the Province consequently now has five institutions with this privilege, of which three are English in language and three are located in Montreal. In fostering a separate corporation for the sole and specific purpose of carrying on higher education in this Province, the Young Men's Christian Association of Montreal is carrying on a tradition already firmly established by the Royal Institution for the Advancement of Learning; by the Roman Catholic Archbishop of Quebec and the authorities of the Seminary; by the Church of England Bishops of Quebec and Montreal; and by the Roman Catholic Archbishop of Montreal with the Montreal branches of various faculties and schools of Laval University. All of these have brought their own distinct contributions and conceptions of education to the institutions they have founded. The Montreal Y.M.C.A. is undoubtedly doing the same. The fundamental educational philosophy of Sir George Williams College has already been clearly formulated and put to the test. To quote from our annual Announcement, "its chief concern shall be the development of persons", and we believe firmly that "scholarship can be sound only when it is vital, when it is a living process."

Why Not Use Films?

Harold H. Potter

Experience has shown conclusively that instructional films are valuable aids to education. Skills can be developed with this new medium in a fraction of the time required by the old text-book method, and in some cases of wartime training the retention of learning was shown to be more than twice as great in the former case as in the second. Yet the employment of films remains a very minor part of formal education.

The curricular use of films is probably greatest among teachers in the natural sciences, who find them to be effective teaching aids for the following reasons: 1) the immediate aim of an experiment or report in a natural science is clearly defined; 2) material and procedure usually are standardized; 3) all variable factors are included as parts of the experiment shown; 4) as a consequence of the foregoing, the science instructor can select films on the assumption that they will clearly prove the point he wishes to make. Teachers in the social sciences and the humanities cannot proceed upon any such assumptions when ordering a film on the basis of its title and catalogue description. This is perhaps the chief reason for not using films more liberally in non-science college courses.

Other factors cause the college instructor to avoid including visual aids in the plan of his course. How can he be sure he will secure the film he wants at the most appropriate point in his course? What guarantee has he that the film will be in good running order when he receives it? Will he be obliged to spend time training a student to run the projection machine while he lectures? Will the available rooms with their wall outlets and mounted screens be acoustically suitable? Can classes be moved conveniently from regular rooms to screening rooms, and back again? If the films cannot be shown in scheduled lecture hours, can he spare the extra time required? Will some students have to miss the extra film session?

Obviously, these questions can be answered only when interested instructors and administrative officers meet for the purpose of solving the problems indicated by them. It is in order, however, to suggest that the problem of discovering appropriate films can be solved by staging a series of previews for instructors who would like to use films as supplementary material in their teaching.

Previews, to be successful, should be held some time in the latter half of September, before the college year begins and before the pressure of the teaching load is felt by instructors. They should be organized so that

performances will be grouped according to subject matter or field of interest. The details of securing the films for preview and arranging for their projection should be supervised by one person. The preview sessions should be spread over two or three days, and the dates and subject matter of these sessions should be announced to faculty members well in advance of the times stated.

The employment of films in formal programs of education is as serious a matter as the maintenance of libraries of books. To be used effectively as part of the curriculum films must be ordered and used in systematic fashion. Until colleges feel prepared to give to films the same attention that they give to books, we shall continue in the dull, traditional, inefficient, wearying round of monologues known as the lecture system, and shall withold from the citizens of tomorrow the benefits of an art-industry which, in the interests of all, we should be giving them today.

ROLL CALL

A little cherubino comes in
when the class is all over,
and says she is so sorry,
that my class is such an inspiration,
and such a queer sensation,
but ten-thirty is an early hour,
and the streetcar service poor.
An I tell her softly, that in Heaven
the streetcar service is always poor,
but the good little angels rise up early
and get to school on time.
And she says, "O, thank you,"
so effusively.

Sometimes I have nervous moments —
there is a girl who looks at me strangely
as much as to say,
You are a young man,
and I am a young woman,
and what are you going to do about it?
And I look at her as much as to say,
I am going to keep the teacher's desk be-
tween us, my dear,
as long as I can.

(Continued on p. 19)

Comments on Counselling

Arthur H. McFarlane

The question is frequently asked of us by layman and educationalist alike: Why a counselling bureau in an academic institution? How does it function? Are its objectives being realized at Sir George Williams College?

Assuming that the basic aim of an educational programme is an all-inclusive one, the importance of knowing the characteristics of our students is relatively obvious. Students are the raw material with which the teacher must deal, and the more a teacher knows and understands about the abilities, background and aspirations of the students, the more effectively can he or she lead them on to continual growth and development.

But let's be practical. This is an age of mass production even in education. Curricular content is becoming increasingly specialized and complex, likewise course selection. With the increasing ratio of students to teachers per institution, opportunities for student-teacher contact are decreasing. The ramifications of the present-day educational and vocational adjustment needs on the part of the student are such that no instructor can possibly meet, on his own, all the demands placed upon him. It is therefore essential in an educational institution such as Sir George Williams College, that some sort of a centralized bureau exist wherein up-to-date information on every phase of the student orientation process may be brought together for the ready information of both students and staff; wherein additional resources are available for a more complete assessment of the student population; and through which the gap between education and industry may be ultimately bridged.

To what extent have such objectives been realized at Sir George?

Touching highlights only, we are proud to state that with the appointment of Dean Hall as Student Counsellor in 1926, the College was the first in Canada to formally recognize the utility and need of a formal student counselling service — a service which we believe has since been among the most effective of its type in any Canadian college.

As supplementary aids to student assessment and diagnosis, psychological tests have been employed by Sir George for many years — tests of aptitude, achievement, interest and attitude; and thousands of students have been counselled through the medium of personal interviews, group discussions, and the like, on educational and vocational objectives, personal, social, and marital adjustment, and so forth. During the past 5 months, over 1500

tests of the above type have been administered and several hundred interviews conducted by the Counselling Office, the objective of which has been to serve not only the student but also the instructional and administrative staff — to provide supplementary data for determining more adequately the suitability of applicants for admission, the appropriateness of specific courses of study, the reason for course failure, the potentialities of graduating students aspiring to specific types of post-graduate study, and other related questions.

To make available to students and staff up-to-date information on the personal and practical aspects of living — educational and vocational opportunities, requirements and trends in Canada and the United States, career choice and planning, hints on remedial reading, exam-preparation and other academic techniques, specific methods of job-hunting and getting, courtship and marriage, use of leisure time, and so forth — a Careers Library has been established in the Counselling Office. This Library is open from 9 to 9 daily, Monday through Friday and from 9 to 1 on Saturday. Its reference service is available to all registered students in the College and Schools and to members of the Montreal Y.M.C.A.

In attempts to develop resources among the student body for more effective student orientation, the Conselling Office co-operated with the Students' Council last October in a conducted tour throughout the College for entering freshmen, and recently organized a Guidance Workshop for senior students majoring in Psychology.

Efforts to bridge the gap between education and industry have proved most heartening — due in no small measure to the insight and enthusiam of Mr. P.T.R. Pugsley, Supervisor of our Commerce Division. Throughout the Fall of 1947, the Kiwanis Club of Montreal sponsored a 10-lecture series on Careers in Commerce. In the near future, a panel of specialists from the National Office Management Association, Montreal Chapter, is scheduled to discuss with the Business School students the field of clerical work.

Through the medium of our part-time Placement Service, many business organisations are becoming more fully aware of the College's functions and objectives, and are providing us with increasing numbers of vacancy notifications for part and full-time student employment. Recently established liaison with the Executive and Professional Division of National Employment Service is resulting in the dissemination of more factual job information to our students and has also raised the probability of increased placement opportunities for graduate and undergraduate students.

Do students voluntary avail themselves of the Counselling Office services? The answer is an emphatic yes! Visits to the Counselling Office on a voluntary basis alone average 10 — 15 per day; a peak of 50 students was reached on one occasion recently.

For several weeks last Fall, vocational information pamphlets were placed in a rack located in one of the student assembly areas in the College. Students were invited to read and keep these pamphlets. The rapidity with which these pamphlets were picked up was phenomenal.

Contrary to general opinion, the students who voluntarily seek orientation interviews with the counsellors are seldom those commonly termed as misfits; they are, for the greater part, the average or superior type of individual who is anxious to acquire, as fully as possible, an understanding of himself and what he must encounter in order that a well-reasoned educational or vocational objective may be established.

Irrespective of the facilities offered and programmes developed by the Counselling Office, it is obvious that it cannot function effectively without the interest and support of the administrative and instructional staff which it serves. Suggestions and criticisms from this quarter are, therefore, always welcome.

ROLL CALL (Continued from p. 16)

She sweeps in like the moon goddess,
and she has never studied
her lessons
and when I flunk her
I feel that I am flunking Diana.

All he sees is the dollar sign,
and he suspects me
of wasting his time.
O for some clever accountant
to compute my cash value —
for then I could write dollar signs
across the blackboard behind me,
and he would pay strict attention
and make little entries
in a little ledger.

I have great faith in this boy —
he makes me think of mountains.
Every now and then
he looms in the rear of the room
like a peak in the Andes:
but how would you like to teach
a peak in the Andes?

Haniel Long
New Republic, 15:261, 262.

Since Our Last Issue . . .

Harold H. Potter

DEAN HENRY F. HALL addressed Hillel House on February 13th on "Science and Religion." On February 17th he addressed the St. James Literary Society on the subject "Fifty Years of Astronomical Science." Dean Hall is a Past President of the Montreal Centre, Royal Astronomical Society of Canada. On April 1st he addressed this body, his subject being "Astrology — Science or Superstition?" . . .

DR. J. W. BRIDGES spoke to Hillel House on "The Cultural Background of Personality" on February 22nd, and addressed the Snowdon and Cote des Neiges Women's Club on February 24th, subject "Race : Fact, Fiction and Prejudice." . . .

DR. GORDON ROTHNEY spoke to Hillel House February 25th on "The Gentile Looks at Palestine." . . .

DOUGLASS BURNS CLARKE performed in the Montreal Repertory Theatre production of "Ah, Wilderness!" last mid-January, playing the part of the drunken Uncle Sid . . .

HERBERT F. QUINN attended the Annual Meeting of the American Political Science Association in Washington last December. Mr. Quinn also addressed Hillel House March 3rd on "Party Politics in Quebec." . . .

ARTHUR LERMER has been asked to contribute a section dealing with the economic development of Canada up to 1913, in a comprehensive work on Canada planned by United Nations, to be distributed in many member countries . . .

HAROLD POTTER addressed the McGill Sociological Society last December on "Occupations of Negroes in Montreal".

NEWCOMERS . . .

Several new part-time instructors joined the staff when second term courses opened.

Dr. C. W. Bishop, M.A., D.D., comes down from Ottawa each Thursday for Education 105, the Religion of Jesus. Dr. Bishop has been a lecturer on religion at the Y.M.C.A. Staff School at Lake Couchiching for the last two years and is presently on the staff of Carleton College, Ottawa.

Mr. T. D. Campbell, B.Com. is lecturing in Commerce 110, Marketing and Merchandising. He is in the Research Department of the Young and Rubicam Advertising Agency.

Job Analysis and Evaluation, Commerce 126, is given by Mr. T. J. Metayer, E.M. who is an expert in this field at the Dominion Bridge Co.

Philip Uren came to us well recommended by Prof. Kimble, Head of the Department of Geography at McGill. Mr. Uren is teaching Social Science 102, the Principles of Human Geography.

In mid-January Mr. H. B. Savage met with a skiing accident and fractured his ankle. His successor in Accountancy 102 in the Day Division is Mr. J.F. Close, B.Com., C.A., who is Canadian Manager of the Canadian Venezuelan Export and Import Company.

COMING EVENTS

Last Day of Classes in Day Division:..... Saturday, April 17.

Final Examinations begin in Day Division :.... Thursday, April 22.

Last Day of Classes in Evening Division: ..... Friday, April 30.

Final Examinations begin in Evening Division :.... Monday, May 3.

Summer Term begins in Evening Division: ..... Monday, May 31.

Graduation Exercises :..... Friday, June 4.

Fall Term opens in Day and Evening Divisions: Friday, October 1.

Sir George Williams College

of the Montreal Y.M.C.A.

College courses for High School Graduates (men and women) leading to diploma of Associate in Arts, Science, or Commerce and to degree of B. A., B. Sc., or B. Com. Equivalent courses day and evening. Summer evening session June to September.

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Day and Evening Business Schools, Day and Evening Art Schools, Evening High School.

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